FLORIDA DEPARTMENT OF EDUCATION
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Walton
COUNTY SCHOOL DISTRICT

DIGITAL CLASSROOM PLAN
2015

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

Mission
The Mission of Walton County School Districts Strategic Plan is to educate the mind to think and reflect, the heart to feel and respond, and the body to act and provide service to others.

In relation to technology, our mission is to create an environment that integrates technology as a part of the educational experience, and provides all learners with skills to access knowledge that will build a foundation for their future.

Vision
The Vision of Walton County School District's Strategic Plan is to be recognized among the top school districts in the state of Florida. We are currently ranked 9th out of 67 districts (2013-2014 data) in the state on student achievement. We are ranked 1st in the Panhandle Area Educational Consortium (PAEC) out of 14 districts in the Florida Panhandle in Student Achievement. We have recently been selected as one of only five districts statewide to show significant student gains for special needs students. We are proud to be among the top school districts and are continuing to rise in the ranks as we have been designated by the State Board of Education as an Academically High-Performing School District for 6 years.

As we move forward in the digital curriculum and instruction age, we will accomplish this vision by creating a technological environment that allows all learners equal access to interact and collaborate successfully. We believe that the use of technology as a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration.

I.1 District Team Profile

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Henry Martin	martinh@walton.k12.fl.us	850-892-1100 ext 1511
Curriculum District Contact	Crystal Appel	appelc@walton.k12.fl.us	850-892-1100 ext 1515
Instructional District Contact	Nathan Smith	smithna@walton.k12.fl.us	850-892-1100 ext 1505
Assessment District Contact	Jennifer Nick	nickj@walton.k12.fl.us	850-892-1100 ext 1318
Finance District Contact	Debra Noyes	noyesd@walton.k12.fl.us	850-892-1100 ext 1505
District Leadership Contact	Kay Dailey	daileyk@walton.k12.fl.us	850-892-1100 ext 1301

Walton County is a sparsely populated district located in the western part of the Florida panhandle, and it is well known for its beautiful beaches on the Gulf of Mexico.

The northern region of the district is rural in nature and is composed primarily of family farms, planted forests, and country homesteads. Historical DeFuniak Springs is the county seat of Walton County and home of the school district office. It is also home to one of only two naturally round spring-fed lakes in the world. Historical Victorian homes line Lake DeFuniak along with the Chautauqua Building, outdoor amphitheater, and the second oldest library in the state of Florida. DeFuniak Springs is served with West DeFuniak Elementary, Maude Saunders Elementary, Walton Middle School, Walton High School, Walton Initiative and the Emerald Coast Technical College, Walton Learning Center, Walton Academy, and Walton Learn & Serve. Paxton School serves students K-12 providing a hometown atmosphere where everyone is part of the community. The school is the hub of the community where southern charm and hometown pride abounds. The City of Paxton offers a southern country lifestyle among Magnolia and Live Oak trees lining rolling green acres of rich land. Located west of DeFuniak Springs and close to the Okaloosa County line, Mossy Head provides convenient access for families working in either Walton or Okaloosa County.

The southern portion of the district is divided into two distinct communities – the city of Freeport and the Emerald Coast which boasts a 26 mile stretch of sugar-white sand beaches along the Gulf of Mexico and is home to world-renowned resort communities. The City of Freeport is also rich with history. Freeport was first known as “Genoa” and later “Four Mile Landing” but during the Civil War, Four Mile Landing began to be referred to as “Freeport”, literally because there was no charge to dock at the port. The community borders the Choctawhatchee Bay and is infused with many bayous and waterways. The Freeport Community is committed to school spirit holding a homecoming parade through the middle of town and cheering the youth on to victory. Freeport Elementary School, Freeport Middle School, and Freeport High School serve the area. South of the Choctawhatchee Bay is the beautiful Emerald Coast along the Gulf of Mexico with sugar white beaches, cultural and performing arts and new urbanism lifestyle. Bay Elementary School is the oldest school in Walton County. The historic school is on the historical state registry and is surrounded by large, draping live oak trees with Spanish moss and neighbors the historic Eden State Gardens. Along with Bay Elementary, Van R. Butler Elementary, Emerald Coast Middle School, South Walton High School, Seaside Neighborhood School, and Seacoast Collegiate High School serve the students who live along the beautiful beaches of south Walton County.

Walton County is the 11th largest district in Florida encompassing 1,058 square miles with a population density of 52 persons per square mile. The total population is 61,530 of which 89.5% are white, 5.9% black, and 6.2% Hispanic. The majority of the Hispanic and black families live in the north-central portion of the district, in the DeFuniak Springs area. Only in schools in the north-central area do you find a sub-group ethnic population according to the state accountability guidelines.

As a rural and sparse district, Walton County experiences a higher than normal expenditure-per-student due to the costs associated for the replication of services in its small schools. With the district’s four separate and distinct regions; north, north-central, south-central and south, the district has constructed and maintained multiple small schools required to equitably serve each

region. This results in the duplication of many services (ex., ESE, administration, library media, and food services).

Walton County's student enrollment is slightly more than 8,500 students. Bus routes extend from the Alabama state line to the Gulf of Mexico, and to the Holmes and Okaloosa County boundary lines. School buses transport approximately 4,800 students to and from school, and travel over 6,800 miles per day - the equivalent of travelling beyond Vancouver, British Columbia and back each day. Annual costs for transportation exceeds the annual calculation designated by Florida Statute and must be supplemented with additional general operating funds.

Despite the sparsity barriers, WCSD has been rated by the Florida Department of Education's Accountability System as an "A" school district for seven years and maintained its State Board designation as an Academically High-Performing School District status for six consecutive years. WCSD is committed to student achievement believing all children can learn and achieve. In order for students to achieve, every aspect of the school district's operations must be highly effective. Administrators, faculty and staff work together to create an effective team for student success.

Education is the cornerstone of our communities. It produces our most precious resource, employable manpower. Education in Walton County is continually evolving to meet the demands of the workforce as we prepare the youth of today to be tomorrow's leaders.

Demographics for Walton County

According to the 2010 Census for Walton County, Florida and Population Estimate for Walton County

Census April 1, 2010	2010	2011	2012	2013	2014
Total population	55,043	55,728	57,609	59,807	61,530
White	48,351				
Black or African American	3,178				
Hispanic or Latino (of any race)	2,921				

I.2 Planning Process

Walton County School District (WCSD) collaborated with teachers, administrators, charter school contacts, and Panhandle Area Educational Consortium (PAEC) districts in the development of the Digital Classroom Plan. The original plan template was developed by a Technology Plan Update Committee (TPUC) consisting of PAEC member representatives. These member representatives consisted of Technology Information Officers, Curriculum and Instruction representatives, and other interested stakeholders. The TPUC developed guidelines for the development, implementation, monitoring, and evaluation of the WCSD 2014-2018

Digital Classroom Plan. As PAEC districts implemented their Digital Classroom Plans, the TPUC will continue to meet in order to assist in aggregating data to make future adjustments in funds, strategies, and goals determined by the WCSD Digital Classroom Plan.

Once a basic template was determined by the TPUC, WCSD invited public and charter school teachers and administrators to participate in the development of the WCSD Digital Classroom Plan. Input from school level contacts, parent survey results, and school staff survey results were used to determine a focus, strategies, and deliverables for the successful implementation of strategies. The WCSD Technology Department worked jointly with Curriculum and Instruction to survey school hardware and infrastructure needs and set a plan for increasing WCSD's capacity to implement digital curriculum through both changes in instructional practice and appropriately allocated technology resources. Promethean Inc. has partnered with WCSD to provide professional learning modules at a reduced rate. Promethean training will be funded through the Digital Classroom Professional Development Grant offered to RTTT districts. WCSD has also partnered with the School Improvement Network to provide digital professional learning resources through Edivation. Edivation professional learning videos cover content area topics, leadership, digital learning, classroom management, and a host of other education related topics.

WCSD is committed to reaching all learners, regardless of their abilities. Students with disabilities and English language learners (ELL) require accommodations and modifications and our staff is devoted to utilizing flexible ways to present information using a multitude of devices and software applications to meet the needs of all students. As the WCSD Digital Classroom Plan is implemented, Digital Lead Teachers at each school will be communicating regularly through the use of online forums and face-to-face communication to discuss the implementation of digital curriculum and changes needed to meet the needs of all learners, including SWDs, ELL, and students with a 504 plan. Promethean training will focus on integrating technology not only into the core content classroom setting, but also electives and support classes. As testing and teaching practices move toward an online forum, appropriate measures will be taken to ensure that high quality supports and supports required by IEPs are provided to respective students.

The WCSD School Board supports the initiatives and goals set forth in the WCSD Digital Classroom Plan. The WCSD Digital Classroom Plan supports the goals and initiatives outlined in the WCSD Strategic Plan. A technology committee of teachers, administrators, district personnel, and community members will meet annually to review and update the WCSD Digital Classroom Plan.

I.3 Technology Integration Matrix (TIM)

Through the use of funds acquired through the WCSD Digital Classroom Plan, WCSD will be hiring a Digital Learning Specialist to work directly with up to two pilot schools in developing a Bring Your Own Device (BYOD) policy during SY2014-15 and SY2015-16 to implement district wide during SY2016-17. The Digital Learning Specialist will only provide support for the implementation of digital curriculum and instruction. Additionally, each public school will select

one highly qualified teacher to serve as a digital curriculum contact. These digital curriculum contacts at each school will be called Digital Lead Teachers. Funds allocated through the WCSD Digital Classroom Plan will provide a supplement for Digital Lead Teachers at each school.

The Digital Learning Specialist and Digital Lead Teachers will work collaboratively to train administrators and teachers in the use of the Technology Integration Matrix (TIM). The TIM will be used by administrators throughout the school year to collect observation data on the implementation of digital curriculum. Teachers will complete the TIM as a self-assessment three times per year. The results from the teacher self-assessment and the administrative observation will be analyzed to assist in making necessary adjustments to Digital Classroom Plan goals, strategies, and deliverables.

I.4 Multi-Tiered System of Supports (MTSS)

WCSD technology team members reviewed data from school grade reports, annual measureable objectives, STAR Enterprise local progress monitoring data, and Technology Integration Matrix results to assist with determining strategies and deliverables aligned with WCSD Strategic Plan goals and initiatives. Goals in the WCSD Digital Classroom Plan are aligned with WCSD Strategic Plan goals. Strategies implemented through the WCSD Digital Classroom Plan will support the WCSD Strategic plan with strategies focused around implementing digital instruction and curriculum.

Through the use of funds acquired through the WCSD Digital Classroom Plan, WCSD will be hiring a Digital Learning Specialist to work directly with up to two pilot schools in developing a Bring Your Own Device (BYOD) policy during SY2014-15 to implement district wide during SY2016-17. The Digital Learning Specialist will only provide support for the implementation of digital curriculum and instruction. Additionally, each public school will select one highly qualified teacher to serve as a digital curriculum contact. These digital curriculum contacts at each school will be called Digital Lead Teachers. Funds allocated through the WCSD Digital Classroom Plan will provide a supplement for Digital Lead Teachers at each school. These Digital Lead Teachers will work directly with the Digital Learning Specialist to:

1. Determine best teaching practices for implementing a digital curriculum.
2. Develop a repository of digital instructional resources.
3. Develop and provide professional learning regarding digital curriculum to teacher colleagues.
4. Administer, collect, and analyze survey results on the implementation of digital curriculum with teacher colleagues.
5. Analyze progress monitoring data and assist in the modification and revision of the WCSD Digital Classroom Plan.
6. Assist in the development of a Bring Your Own Device (BYOD) policy.

The Digital Learning Specialist and Digital Lead Teachers will work collaboratively to train administrators and teachers in the use of the Technology Integration Matrix (TIM). The TIM will be used by administrators throughout the school year to collect observation data on the implementation of digital curriculum. Teachers will complete the TIM as a self-assessment three times per year. The results from the teacher self-assessment and the administrative observation will be analyzed to assist in making necessary adjustments to Digital Classroom Plan goals, strategies, and deliverables.

The WCSD Technology Department will conduct annual reviews of technology needs to ensure that appropriate tools have been allocated to each school. As the student and teacher population continues to increase, necessary adjustments will be made to the WCSD Digital Classroom Plan to ensure that adequate hardware and infrastructure is available for all schools.

After year one, additional support will be provided to schools based on the analysis of student data, TIM results, and hardware and infrastructure surveys. Schools will be classified using the following general guidelines:

- **Tier I:** All public schools – all public schools will receive supplements for a Digital Lead Teacher.
- **Tier II:** Based on hardware and infrastructure surveys and student data reviews, schools showing the highest need will receive additional support to acquire the digital tools needed to improve student performance and implement a digital curriculum.
- **Tier III:** Based on Hardware and infrastructure surveys, student data reviews, and TIM results, schools showing the highest need will receive direct support from the Digital Learning Specialist as well as receive support acquiring digital tools needed to improve student performance and implement a digital curriculum.

I.5 District Policy

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	FERPA and Code of Conduct	**http://www.walton.k12.fl.us/index.cfm?p=code-of-conduct**	7/21/2015
District teacher evaluation components relating to technology (if applicable)	**Teacher Evaluation Indicator:** 3.5 Organize the class and use appropriate strategies to enhance critical and creative thinking or problem solving and complex tasks for all students.		8/3/2015
BYOD (Bring Your Own Device) Policy	**N/A**		
Policy for refresh of devices (student and teachers)	**N/A**		
Acceptable/ Responsible Use policy (student, teachers, admin)	**Student Code of Conduct AUP**	**http://www.walton.k12.fl.us/index.cfm?p=code-of-conduct**	
Master Inservice Plan (MIP) technology components	Guidelines and protocols for professional learning and digital requirements/expectations.	http://www.paec.org/MIP.pdf	
Other/Open Response			

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

- **Highest Student Achievement**

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	72%*	2018**
II.A.2.	Math Student Achievement	TBD from school year 2014-15	72%*	2018**
II.A.3.	Science Student Achievement – 5th and 8th Grade	57%	65%	2018**
II.A.4.	Science Student Achievement – Biology	71%	75%	2018**
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	68%*	2018**
II.A.6.	Math Learning Gains	TBD from school year 2014-15	72%*	2018**
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	68%*	2018**
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	72%*	2018**
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.9.	Overall, 4-year Graduation Rate	74.5%	84%*	2018**

II.A.10.	Acceleration Success Rate	31.2 %	34%*	2018**
A. Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.A.11. (D)	SWD Reading Achievement	32%	42%	2018**
II.A.12. (D)	SWD Math Achievement	38%	48%	2018**

* Target percentages are based on FCAT - these targets will change when Florida Standards Assessments are given and reported to district.

2018** - to align with District Strategic Plan

- **Quality Efficient Services**

B. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** *(year)*	**Gap to be addressed** *(Actual minus Target)*
II.B.1.	Student to Computer Device Ratio	_____2.7:1__	___2.3__:___1__	_____1.4:1_____	2018	___.9__:__1___
II.B.2.	Count of student instructional desktop computers meeting specifications	873	2267	3000	2018	733
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	50	1216	2000	2018	784
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	2015	0
II.B.5.	Count of student large screen tablets meeting specifications	0	152	200	2015	48
II.B.6.	Percent of schools meeting recommended bandwidth standard	100%	100%	100%	2015	0%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	2015	0%

- **Goal values are based on current student enrollment. As enrollment changes, goals will be modified.**

B. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	YES	YES	School Year	YES

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D)	Number of Technicians needed to manage and maintain devices and hardware.	3		6	2018	3
II.B.11. (D)	MDM Device Solution	0		1	2016	1

* Districts will complete the security assessment provided by the FDOE. However under s. 119.07(1) this risk assessment is confidential and exempt from public records.

Skilled Workforce and Economic Development

C. Professional Development

WCSD will work to provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching. All training components aligned with Master-In-Service Plan requirements, including: (1) School leadership "look-fors" on quality digital learning processes in the classroom, (2) educator capacity to use available technology, (3) instructional lesson planning using digital resources, (4) student digital learning practices. Master In-Service Plan components can be located at http://www.paec.org/MIP.pdf.

WCSD has established a partnership with Promethean, Inc. to provide professional learning on the implementation of digital curriculum. Promethean, Inc. will provide professional learning for both administrators and teachers to hone the necessary skills for implementing digital curriculum. Required funds for Promethean, Inc. projects will be paid for through the Digital Classroom Plan. Training will include:

- Administrative training on implementing 1:1 digital instruction with a BYOD policy. This training will include best teaching practices in digital curriculum, digital resources, and focus on digital components in the teacher evaluation system for administrative walkthroughs. Information collected through these administrative walkthroughs, including teacher evaluation results, will be used to assist in adjusting necessary components of the WCSD DCP.
- Intermediate teacher training for the use of ActiveBoards and associated instructional technology. Intermediate teacher training will focus on the use of ActivInspire software and compatible materials.
- Master teacher training for the use of Whiteboards and associated instructional technology. Master teacher training will focus on the use of ActivInspire software and compatible materials over a rigorous three day training module. Teachers selected for master teacher training will be high performing teachers and digital curriculum enthusiasts. Selected teachers will develop beginning/introductory training for colleagues at their school sites.
- 1:1 device training will be provided to teachers at BYOD pilot schools and the digital learning specialist. Depending upon school request and teacher need, 1:1 device training may be offered to additional schools and teachers.

WCSD will use funds allocated through the WCSD Digital Classroom Plan to hire a Digital Learning Specialist. This Digital Learning Specialist will be classified as a Teacher on Special Assignment and earn a salary according to the Walton County School Board approved salary schedule as a 10+1 teacher employee. The Digital Learning Specialist will focus on the

implementation of digital curriculum and instruction. Job duties of the Digital Learning Specialist will include:

1. Assist BYOD pilot schools with the development, implementation, and modification of a BYOD policy.
2. Support the development and establishment of a BYOD policy through Walton County School Board approval.
3. Design, deliver, monitor, and support digital curriculum professional learning for all district schools.
4. Model lessons in classrooms to research, establish, and demonstrate best teaching practices in digital curriculum.
5. Collaborate with Digital Lead Teachers.

Each school district public school will also choose a high performing expert teacher to serve as a Digital Lead Teacher; selected teachers will earn a supplement funded through the WCSD Digital Classroom Plan. Digital Lead Teachers will work collaboratively with the Digital Learning Specialist to:

1. Determine best teaching practices for implementing a digital curriculum.
2. Develop a repository of digital instructional resources.
3. Develop and provide professional learning regarding digital curriculum to teacher colleagues.
4. Administer, collect, and analyze survey results on the implementation of digital curriculum with teacher colleagues.
5. Analyze progress monitoring data and assist in the modification and revision of the WCSD Digital Classroom Plan.
6. Assist in the development of a Bring Your Own Device (BYOD) policy.

Each school district public school will also choose a school staff member to serve as a Technical Lead; selected individuals will earn a supplement funded through the WCSD Digital Classroom Plan. Technical Leads will work closely with the Digital Learning Specialist as well as Information Technology personnel to:

1. Provide technical professional development to teachers regarding device and hardware function.
2. Work directly with the district Informational Technology department to develop and train school based personnel on maintenance and acquisition protocol.
3. Provide technical professional development to school based personnel on hardware setup and troubleshooting.
4. Provide technical professional development to school based personnel on 21st Century skills, such as internet function and web browsing.

Walton County School District will also use DCP funds to attend FETC 2016 in to ensure the most current information is used to influence digital instructional decisions.

C. **Professional Development Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 37% Adoption: 19% Adaption: 27% Infusion: 12% Transform: 5%	Entry: 26% Adoption: 25% Adaption: 32% Infusion: 12% Transform: 5%	2016
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 37% Adoption: 19% Adaption: 27% Infusion: 12% Transform: 5%	Entry: 26% Adoption:25 % Adaption: 32% Infusion: 12% Transform: 5%	2016

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.3. (D)	Increase the level of technology integration in all subject areas to promote higher level thinking skills for all students	12% Infusion Level on TIM	30% Infusion	2018

Seamless Articulation and Maximum Access

- **Digital Tools**

D. **Digital Tools Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	2018
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100%	10%	100%	2018
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	65%	0	69%	2018
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	20%	100%	2018
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	65%	0	69%	2018
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	0	100%	2018

D. **Digital Tools Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
	Teachers/Administrators Access and Utilization (T)	**% of Teacher/ Admin access**	**% of Teacher/ Admin Utilization**	**% of Teacher/ Admin access**	

II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100%	90%	100%	2018
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	50%	100%	2018
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	15%	100%	2018
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100%	100%	100%	2018
II.D.5. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100%	100%	100%	School Year
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	100%	100%	100%	School Year
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	100%	70%	100%	2018

II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.	100%	100%	100%	2018
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100%	100%	100%	2018

D. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
	Parent Access and Utilization (P)	**% of parent access**	**% of parent utilization**	**% of parent access**	
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	100%	45%	100%	2018

D. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in	50%%	75%%	2018

	digital format (purchases for 2015-16)			
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50%	50%	2015
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	30%	100%	2018
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100%	100%	2016
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	100%	100%	2015
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	0%	50%	2018
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.D.7. (IM)	Testing Platform (All In Learning) to assist in developing items, developing end of course exams, administering end of course exams and collecting exam results.	0	100%	2016
II.D.8. (IM)	Single Sign On platform for student and teacher use.	0	100%	2016

Quality Efficient Services

- **Online Assessment Readiness**

E. **Online Assessments Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	3769	5925	School Year 2018
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	0	50	School Year 2018
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.E.3. (D)	Testing Platform to improve assessment efficiency.	0	1	2016

STEP 2 – Goal Setting:

Goal 1. Develop and implement a BYOD policy to assist with providing 1:1 digital instruction and support full implementation of computer-based assessments.

WCSD will be selecting up to two pilot schools to assist with developing a BYOD policy. These pilot schools will be the best reflection of the average student demographics in WCSD. Teams of teachers at each pilot school will collaborate with district personnel to develop a prototype BYOD policy that will be implemented at each pilot school with the support resources and personnel funded through the WCSD Digital Classroom Plan.

In order to support pilot schools in the development, implementation, revision, and Walton County School Board adoption of a BYOD policy, WCSD will use funds allocated through the WCSD Digital Classroom Plan to hire a Digital Learning Specialist. This Digital Learning Specialist will be classified as a Teacher on Special Assignment and earn a salary according to the Walton County School Board approved salary schedule as a 10+1 teacher employee. The Digital Learning Specialist will focus on the implementation of digital curriculum and instruction. Job duties of the Digital Learning Specialist will include:

1. Assist BYOD pilot schools with the development, implementation, and modification of a BYOD policy.

2. Support the development and establishment of a BYOD policy through Walton County School Board approval.

3. Design, deliver, monitor, and support digital curriculum professional learning for all district schools.

4. Model lessons in classrooms to research, establish, and demonstrate best teaching practices in digital curriculum.

5. Collaborate with Digital Lead Teachers.

Each school district public school will also choose a high performing expert teacher to serve as a Digital Lead Teacher; selected teachers will earn a supplement funded through the WCSD Digital Classroom Plan. Digital Lead Teachers will work collaboratively with the Digital Learning Specialist to:

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4. Administer, collect, and analyze survey results on the implementation of digital curriculum with teacher colleagues.

5. Analyze progress monitoring data and assist in the modification and revision of the WCSD Digital Classroom Plan.

6. Assist in the development of a Bring Your Own Device (BYOD) policy.

Each school district public school will also choose a school staff member to serve as a Technical Lead; selected individuals will earn a supplement funded through the WCSD Digital Classroom Plan. Technical Leads will work closely with the Digital Learning Specialist as well as Information Technology personnel to:

1. Provide technical professional development to teachers regarding device and hardware function.
2. Work directly with the district Informational Technology department to develop and train school based personnel on maintenance and acquisition protocol.
3. Provide technical professional development to school based personnel on hardware setup and troubleshooting.
4. Provide technical professional development to school based personnel on 21st Century skills, such as internet function and web browsing.

SY2015-16 will serve as a BYOD development year. WCSD aims to support full implementation of a BYOD by SY2016-17.

Goals 2 – 4 are goals from the District Strategic Plan and are supported by the priorities approved by the State Board of Education that are aligned with VPK students, K-12 students in the public school system, teachers and leaders, school choice, and postsecondary students.

2. Highest Student Achievement – Increase achievement for each child by ensuring access to rigorous programs, addressing diverse educational needs, and providing access to technology

3. Standards-Based Curriculum and Instruction – Implement a comprehensive curriculum driven by Florida Standards and other standards established by the State of Florida

4. Quality, Equitable, Efficient Services – Maintain high levels of effectiveness, efficiency, and equity in our operations to support student achievement.

STEP 3 – Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
BYOD Policy	Up to two pilot schools will be selected based on analysis of student achievement results, TIM results, and technology infrastructure surveys	• Development of BYOD Policy • Analysis of TIM results	2015 -2017
BYOD Policy	Hire a Digital Learning Specialist to support the two pilot schools in developing a BYOD policy	• Development of BYOD policy • Use TIM to monitor the implementation of digital curriculum in all classrooms	2014-2015 and ongoing
BYOD Policy	Selecting Digital Lead Teachers at all schools	• Use TIM to monitor the implementation of digital curriculum in all classrooms	2014-2015 and ongoing
BYOD Policy	Selecting Technology Leads at all schools	• Use TIM to monitor the implementation of digital curriculum in all classrooms	2015-2016 and ongoing
Highest Student Achievement	Purchase additional digital devices for student use.	• Analysis of TIM progress monitoring	2016
Highest Student Achievement	Provide student and staff training for the use of technology hardware, software, and applications*	• Review and monitor class schedules to ensure students are schedule in technology classrooms • Monitor the success of students in technology courses • Observe teachers in the classroom providing digital	2014-2015 and ongoing

Highest Student Achievement	Align federal funds and grant opportunities to increase achievement of ALL students at all levels (Including Students with Disabilities (SWD), English Language Learners (ELL), Gifted and Talented, and the Economically Disadvantaged (ED) by ensuring access to rigorous programs, addressing diverse educational needs, and providing access to technology*	• Use surveys to monitor the use and level of proficiency of students and teachers in using 21st Century technology and digital curriculum* • Master plans are evaluated and modified to meet changing conditions including safety, energy conservation, transportation, physical education, and technology*	2014-2015 and ongoing
Standards-Based Curriculum and Instruction	Provide digital learning equipment and resources for every classroom and student to serve multiple functions, including alignment of technologies to support Florida Standards and to build capacity for computer-based testing*	• Infrastructure is adequate to provide digital curriculum, assessment and internet access for research and learning*	May 2016 and ongoing
Standards-Based Curriculum and Instruction	Survey and inventory technological resources in all facilities*	• Adequate technology software and hardware is available to ensure all classrooms are 21st Century ready*	2014-2015 and ongoing
Standards-Based Curriculum and Instruction	Create a standard model for technology equipment, capacity, and sustainability that guides school-based decisions*	• Adequate technology support and staff are available to allow teachers optimal use of technology in the classroom*	2015-2016

Standards-Based Curriculum and Instruction	Increase the capacity for online student assessment*	• District policy and procedures allow for the use of digital technology, bring-your-own-device, and social media use* • The technology committee continues to evaluate various technological equipment	2014-2015 and ongoing
Quality, Equitable, Efficient Services	Leverage technology to efficiently provide service, drive decision-making, and implement solutions for digital learning*	• Teachers effectively use approved instructional materials and classroom technology to improve instruction, provide targeted individualized student instruction, and maximize productivity • Continue to provide digital learning training and equipment installation in classrooms*	2014-2015 and ongoing
Quality, Equitable, Efficient Services	Build capacity to support student devices within the instructional setting	• Teachers effectively use approved instructional materials and classroom technology to improve instruction, provide targeted individualized student instruction, and maximize productivity • Continue to provide digital learning training and equipment installation in classrooms*	2015-16 and ongoing

***Indicates strategies and measurements located within WCSD Strategic Plan.**

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

A) Student Performance Outcomes

Student Performance Outcomes		Baseline	Target
III. A.1	Increase student engagement by increasing teacher ability to engage students during daily classroom instruction using digital devices – This measure will be based on average teacher evaluation rating in respective indicators.	Effective	Highly Effective
III. A.2	Increase reading performance of students with disabilities district-wide.	32%	35%
III. A.3	Increase attendance rate district-wide by increasing student engagement through the use of technology.	96%	98%
III. A.4	Increase writing performance district-wide through the implementation of digital tools.	56%	60%

B) Digital Learning and Technology Infrastructure

B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1	Digital devices for student use during instruction, activities and assessment. Laptops will be purchased – approximately 300.	2015	$94,279	District	II.B.5
III.B.2	Charging stations for devices	2016	$12,320	District	II.B.5

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief Description of Other Activities	**Other Funding Source**
Purchase of desktop and laptop computers for use with assessment and instruction	Capital funds
Purchase of additional bandwidth based on progress monitoring of bandwidth use after implementing monitoring software	Capital funds
Additional tablets for instruction and assessment	Capital funds

Evaluation and Success Criteria for B) Digital Learning and Technology Infrastructure:

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1	• Analysis of TIM results at pilot schools • Successful implementation at pilot schools	• Development of BYOD policy • Adaptation technology implementation according to TIM
III.B.2	• Analysis of TIM results at pilot schools • Successful implementation at pilot schools	• Development of BYOD policy • Adaptation technology implementation according to TIM

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, ss.1011.62(12)(b), F.S., requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

C) Professional Development

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Hire Digital Learning Specialist	2014-15 and ongoing	$63,300	District	II.C.3
III.C.2.	Select Digital Lead Teachers at each public school	2014-15 and ongoing	$23,500	District	II.C.3
III.C.3.	Digital Professional Development	2016	$40,000	District	II.C.3
III.C.4	Select Technical Contact at each Public School	2015-16 and ongoing	$23,500	District	II.C.3

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Evaluation and Success Criteria for C) Professional Development:

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	• Develop BYOD policy with pilot schools • Analysis of TIM results at pilot schools • Analysis of student data on state standardized assessments	• School Board approval of a BYOD policy • Digital curriculum implementation increased to "adaptation" on average, according to TIM • Non-proficient student percentage decreases by 10%
III.C.2.	• Analysis of TIM results at all district schools • Analysis of student data on state standardized assessments	• Digital curriculum implementation increased to "adaptation" on average, according to TIM • Non-proficient student percentage decreases by 10%
III.C.3.	• Analysis of TIM results at all district schools • Analysis of student data on state standardized assessments	• Digital curriculum implementation increased to "adaptation" on average, according to TIM • Non-proficient student percentage decreases by 10%

D) Digital Tools

Implementation Plan for D) Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D. 1.	Renaissance Learning for progress monitoring of students	2015	$62,000	District	II.D.1
III.D. 2.	BrainPop for Elementary and Middle schools to support all students in all subject areas	2015	$15,230	K-8	II.D.1

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	**Other funding source**
Maintain BaselineEdge software to warehouse student data, develop student interventions, complete teacher evaluations, and monitor the school improvement process	Supplemental academic instruction funds
Maintain professional development system (ePDC) through PAEC	Local professional development funds
Maintain use of the Focus student information system	Local funds

Evaluation and Success Criteria for D) Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1	• Analysis of student performance on state standardized testing	• Non-proficient student percentage decreases by 10%
III.D.2	• Analysis of student performance on state standardized testing	• Non-proficient student percentage decreases by 10%

E) Online Assessments

Implementation Plan for E) Online Assessments:

EXAMPLES					
E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2014	$X	Sandy Shores High School	II.E.1
III.E.X.	Purchase 100 additional student devices for assessments	February 2015	$X	Sandy Shores High School	II.E.1 and II.E.2

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	All in Learning Testing Software for implementation of course assessments	2015	$45,000	District	II.E.3

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	**Other funding source**
Purchase of computer devices meeting testing specifications	Capital funds

Evaluation and Success Criteria for E) Online Assessments:

E. **Online Assessment Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	• Analysis of school usage reports	• District-wide implementation of software